

Revised-3/20/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: **X** Elementary Middle High K-12

Name of Principal

Mrs. Diane L. Kittelberger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name

Genoa Elementary School

(As it should appear in the official records)

School Mailing Address

**Genoa Elementary School
519 Genoa Road SW
Massillon, Ohio 44646-7603**

County

Stark

School Code Number* **013268**

Telephone (**330**) **478-6171**

Fax (**330**) **478-6173**

Website/URL

<http://perry1.sparcc.org/genoa/>

E-mail

kittelberger@perry1.sparcc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date **2/4/05**

Name of Superintendent*

Mr. Paul Carver

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Perry Local Schools**

Tel. (**330**) **477-8121**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date **2/4/05**

Name of School Board

President/Chairperson

Mr. Doug Edwards

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date **2/4/05**

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

<u>6</u>	Elementary schools
<u>1</u>	Middle schools
<u>1</u>	Junior high schools
<u>1</u>	High schools
<u>N/A</u>	Other
<u>9</u>	TOTAL
2. District Per Pupil Expenditure: \$7325.63
 Average State Per Pupil Expenditure: \$8,768.60

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - ☐ Urban or large central city
 - ☐ Suburban school with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
4. 4 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	NA	NA	NA	7	N/A	N/A	N/A
K	29	23	52	8	N/A	N/A	N/A
1	35	32	67	9	N/A	N/A	N/A
2	23	30	53	10	N/A	N/A	N/A
3	40	30	70	11	N/A	N/A	N/A
4	38	24	62	12	N/A	N/A	N/A
5	31	35	66	Other	N/A	N/A	N/A
6	N/A	N/A	N/A				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							370

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>89</u> % | White |
| <u>7</u> % | Black or African American |
| <u>3</u> % | Hispanic or Latino |
| <u>1</u> % | Asian/Pacific Islander |
| <u>0</u> % | American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: **20%**

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	50
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	82
(4)	Total number of students in the school as of October 1	401
(5)	Subtotal in row (3) divided by total in row (4)	.20
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: **3 %**
10 Total Number Limited English Proficient
 Number of languages represented: **2**
 Specify languages: **Spanish, Arabic**

9. Students eligible for free/reduced-priced meals: **48%**

Total number students who qualify: **177**

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18%
70 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>6</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>9</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>7</u>
Total number	<u>26</u>	<u>17</u>

12. Average school student-“classroom teacher” ratio: 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	96%	96%	96%	N/A %	N/A %
Teacher turnover rate	7%	7%	0%	10%	3 %
Student dropout rate (middle/high)	N/A%	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

PART III - SUMMARY

Genoa Elementary is located in Perry Township between Massillon and Canton in Northeast Ohio. Genoa is one of six Elementary Schools in the Perry Local Schools. We serve a diverse population of approximately 400 kindergarten through fifth graders with over 40% of our students designated as economically disadvantaged.

Genoa School thrives on the motto of Believe-Achieve-Succeed. Our teachers have a passion for what they do and believe that our children, regardless of their background, can achieve at high levels. They establish high expectations for our students and work diligently to raise levels of achievement in order to ensure success for our children. How do we do it? It takes drive, determination and dedication. Our teachers have it, our students have it, and our achievement levels show it. In addition to expectations, the following are key components to our success.

Aligned Curriculum

We provide a curriculum that is aligned to the state standards and indicators. Our teachers' instruction focuses on best practices and differentiated instruction in order to meet the needs of individual learners.

Assessment

We believe in assessment **for** learning. Ongoing assessment results are used to drive instruction and a great deal of time is spent using diagnostic tools to plan for instructional needs.

Intervention

We implement various forms of intervention because it is our belief that intervention is a critical component of achievement. We offer Title I programs at all levels, Extended Day Kindergarten for at risk learners and after school tutoring programs. We also have a focused intervention time built in to each grade level between three to five times a week and this model utilizes classroom teachers, Intervention Specialists and Title I personnel. We believe that this model has helped all of our students achieve.

Collaboration/Professional Learning Communities

Collaboration among staff is critical. The Genoa staff works together in Professional Learning Communities to analyze results, engage in data driven dialogue to plan for continuous improvement and to look at student work to assess needs and plan for instruction.

Professional Development

Our staff also uses data to determine professional development needs. Our district supports and offers numerous professional development opportunities.

Communication

Communication with the community we serve is a priority at Genoa. We work closely with our parent group to keep them informed with regard to what is happening at Genoa. We share our continuous improvement plan at a public meeting each year so our community understands the focus areas. Also, we implement a structured Intervention Assistance Team process in order to establish intervention plans for students with the parents being a key partner in that process. Teachers frequently communicate with parents in various forms regarding students' progress.

Our goals are to increase student achievement and to make a difference in the life chances of all children. Our staff instills a love of learning and motivation to achieve in our students. They support and participate in the multi-faceted approach outlined above. We are committed to ensuring success for our students at Genoa. As our district mottos states, we have a Tradition of Pride and Excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Genoa Elementary uses diagnostic tools to determine intervention needs. Diagnostic tools provided by our state department have been used in the areas of reading and math at various grade levels. We also have utilized writing assessments, Riverside tests, and the Dominie assessment as other tools to provide us with information regarding student achievement. Teachers analyze the information these tools provide and determine strengths and weaknesses. Intervention is based on this information. Intervention for students based on the data enables our students to achieve at high levels in the classroom as well as enables them to meet the standards set forth on state assessments.

The primary state assessments used to measure student progress are the Ohio Fourth-Grade Proficiency Tests and the Third Grade Reading Achievement Test because these are the results that are reported in the annual Local School Report Cards. The students at Genoa Elementary have shown improvement over the last three years in the tested areas for reading and mathematics.

For the 2003-2004 school year, Ohio required Third-Grade reading achievement tests and Fourth-Grade writing, reading, math, science and citizenship proficiency tests. Results from these tests are used to demonstrate a level for proficiency and basic competency. The state of Ohio has set the standard of a minimum seventy-five percent of students achieving at least the proficiency level to meet the indicator associated with each assessment. Districts earn one percentage point for each indicator reached. Levels of achievement were established by the state and are outlined below:

Third-Grade Reading Achievement Test Cut Scores

- Limited: below 385
- Basic: 385-399
- Proficient: 400-414
- Accelerated: 415-431
- Advanced: 432 and above

Fourth-Grade Reading Proficiency Test Cut Scores

- Below Basic: 197 and below
- Basic: 198 – 216
- Proficient: 217 – 249
- Advanced: 250 and above

Fourth-Grade Mathematics Proficiency Test Cut Scores

- Below Basic: N/A
- Basic: below 218
- Proficient: 218 - 249
- Advanced: 250 and above

Additional information on Ohio's assessment system may be found at:

http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp (for 3rd grade achievement tests)

www.ode.state.oh.us/proficiency/standards.asp (for 4th grade proficiency tests)

Genoa Elementary has succeeded in performing at or above the state minimum of seventy-five percent proficient at the fourth-grade level for the past two years in both reading and mathematics. Genoa also exceeded the third-grade reading achievement state standard during the first year of implementation. Regardless of over 40% of our student population being considered as economically disadvantaged, our students have consistently demonstrated progress and often have met and exceeded the standards set forth by the state.

2. The staff at Genoa Elementary is committed to reflective practice and continuous improvement. The building's Continuous Improvement Plan presents the instructional goals for the students each school year. The goals are established based on analysis and discussion of student achievement and trend data within the structure of Professional Learning Communities.

Prior to the start of each school year, the building's designated Continuous Improvement Teacher Leaders assemble data folders with pertinent student achievement data for each teacher. We begin the year by celebrating our successes from the previous year. We spend time discussing goals that were met throughout the previous school year and determine the reasons for the successes. This helps us determine what interventions have worked. Next, the teachers work together in Professional Learning Communities (PLC) to analyze the data and set goals for the upcoming year. This important work is completed during staff meetings, PLC meetings and during Delayed Start days. The plans list strengths and weaknesses at each grade level based on the data. They state the goals for the grade level, how the goals will be measured, the action steps the PLC team will be implementing and the products that will be created as a result of the implementation of the plan. The Continuous Improvement Plans are revised on a regular basis as new student achievement data becomes available.

The extensive study of the student achievement data combined with teachers who set and monitor achievement goals provide a powerful learning structure for all students. Assessment data drives our instruction and intervention. This not only prepares students to achieve on state assessments, but it ensures success for all students at all grade levels.

3. At Genoa Elementary, we believe that our partnership with the community and our parents is a key component to the success of our students.

At the classroom level, communication is an ongoing process. Teachers communicate expectations and progress with parents and students in the form of newsletters, parent handbooks and at numerous conferences throughout the year. "I Can" posters are displayed in each classroom to help students understand what the learning targets are which are based on the state indicators. Students at the intermediate levels are provided with assignment notebooks that communicate daily student work expectations to parents. In this day of technology, e-mail has become a useful, effective manner of communicating with parents. Finally, phones have been provided to all teachers in their classrooms in order to connect with parents in a timely manner.

As a building, we start the school year with a Back To School Night prior to the start of school in order to meet students and parents. Our parent group, PAGE, meets once a month and the principal provides a monthly report regarding activities, goals and accomplishments. Our PAGE group utilizes parent volunteers to support various projects throughout the year. Genoa is also an Ohio Reads building and implements a structured program with volunteers working with at risk students in the area of reading. Assessment data is used to determine program participation. Genoa also offers an after school tutoring program for students who are at risk. This program offers intervention in order to help students achieve the standards established by the state. We communicate Genoa successes, student accomplishments, school expectations and upcoming events with our stakeholders through our monthly newsletter and website. Genoa's Continuous Improvement Plan is presented at a Board of Education meeting each year. This provides an opportunity for the community at large to understand what our strengths and weaknesses are and what our focus areas will be. Finally, our stakeholders are provided with a copy of the Local Report Card which reports Genoa's achievement on state assessments.

4. Genoa Elementary has learned from other schools and we want to continue to share our successes with educators so that all students can benefit.

We share our successes and strategies each year at a Board of Education meeting which provides the community and other schools within the district an opportunity to learn about what we have been working on at Genoa. We also have received phone calls and e-mails requesting assistance and information about our school based on articles that have been written about Genoa in local newspapers.

Our teachers participate in district grade level meetings during which they discuss and share strategies for success with their colleagues from other buildings. They also have participated in professional development opportunities throughout our region and have been asked by other educators how we get the results we get at Genoa. This has given them the opportunity to informally share strategies with other educators.

Genoa's principal is part of a county-wide study group and has shared strategies for success with building principals from around the county. The principal has also been asked to serve on a panel for Aspiring Administrators at the county level to share Genoa's successes.

It is our hope that we can only broaden our network of professionals that we have worked with. We willingly embrace the opportunity to share the achievement success we have experienced at Genoa and what strategies have worked for our students. This will enable us to touch the lives of increased numbers of children.

PART V – CURRICULUM AND INSTRUCTION

1. Genoa Elementary's curriculum is based on Ohio Academic Content Standards developed by the Ohio Department of Education. Our district has an adopted Course of Study for each subject area at each grade level. The core components of the Course of Study reflect the indicators from each of the grade levels in the Ohio Academic Content Standards. District study groups have spent a great deal of time engaged in studying and selecting materials that reflect the grade level indicators.

The K-5 language arts curriculum reflects the grade level indicators from the language arts content standards. Genoa provides language arts instruction within the context of a Balanced Literacy System. This system includes read alouds, shared reading, guided reading, independent reading along with shared writing, guided writing and independent writing. In order to meet the needs of all learners, teachers work with students in flexible groups and provide differentiated instruction based on student needs. Our staff scaffolds instruction and works toward a gradual release of responsibility for learning. They work with students to help them progress from direct instruction to guided and supported practice to independent work at individual levels. Administration of diagnostic tools is ongoing to determine the progress of each student with regard to grade level indicators. This information is used to drive instruction and plan for intervention.

The K-5 math curriculum also reflects the grade level indicators from the Ohio Academic Content Standards. Conceptual development is key to the success of our math program. Instruction is provided within a system of modeling, guided practice and independent work. Intervention is provided based on student performance on frequently administered common assessments. Due to the fact that Genoa qualifies as a Schoolwide Title I School, we are able to utilize our Title I staff to provide intervention in the area of math as well as reading. This provides us with additional personnel to provide math intervention for all learners at Genoa.

Science instruction is linked to standards set forth by the Ohio Department of Education. We have participated in the SEEDS project which is a hands on, minds on elementary science curriculum that is integrated with language arts and math. We have spent a great deal of time studying materials and have linked all lessons to the state indicators. Our teachers provide instruction from a series of strategic lessons outlined by the curriculum team. These lessons utilize kits, literature and hands on materials to teach the science curriculum.

We are currently revising our social studies curriculum to reflect the Academic Content Standards. A core team is studying materials and linking lessons to reflect the state indicators utilizing the same process we implemented during our science study.

We are fortunate at Genoa to have specialists who teach in the areas of art, music and physical education. The instruction they provide is based on the District Course of Study which includes expectations set forth by the Ohio Department of Education. Our students are provided with instruction in each of these areas by the designated specialist at least once a week.

2a. Genoa's reading instruction is provided within the framework of a Balanced Literacy Program. A Balanced Literacy Program is characterized by literacy experiences that provide children with the skills and desire to become proficient and lifelong readers. It includes the following components: reading aloud, shared reading, guided reading, and independent reading as well as shared writing, guided writing and independent writing. Its foundation is built on research that has shown to be effective and represents the best theories and strategies for helping children become literate individuals. Balanced programs give both children and teachers the best opportunity for success because they incorporate a wide variety of strategies that help meet the different needs of students. Building a balanced literacy program means using a variety of instructional tools and methods that is supported through research findings.

Our staff participated in a year long professional development opportunity to study Balanced Literacy. They studied with a local college professor and participated in study groups and action research projects. This professional development has enabled them to use the curriculum and materials provided by the district to provide instruction in a Balanced Literacy framework that ensures success for all students.

Our achievement scores in the area of reading reflect our success. We see children who understand strategies and purposes for reading and writing, children who are enthusiastic readers and writers and children who are eager to progress in these areas.

3. We have implemented the science curriculum through a program called SEEDS which has been identified as a best practice in the state of Ohio. SEEDS stands for Science Education Enhancing the Development of Skills. This program is a hands on, minds on elementary science curriculum that is integrated with language arts and math. We believe that instruction based on best practices, action research, data analysis and focused professional development are keys to increased student achievement. The SEEDS program encompasses all of these keys to success. Our participation in the SEEDS program has provided our teachers with an intensive series of professional growth opportunities to stimulate systemic change. Teachers have actively participated in action research projects and studied results as part of the SEEDS project. Science instruction is focused on concept development through the use of inquiry, reflective thinking and hands on lab experiments.

During the past year, a core curriculum team studied and restructured the science program to build on our success with the SEEDS program. Our science curriculum currently reflects the state standards and indicators. Lessons were linked directly to grade level indicators and materials were selected based on the best methods for teaching the indicators. The extensive study and work of the curriculum team coupled with our successful SEEDS program makes for a strong science program for our students.

4. At Genoa Elementary there are key instructional components that have helped our students achieve at high levels. These key instructional strategies permeate every curriculum area. Teachers structure lessons around a model that includes: introduction, modeling, guided practice, assessment and intervention. This cycle ensures that indicators are taught and mastered and can be observed in all curricular areas.

Best practices are an expectation at Genoa. Best Practices have provided teachers with research-based strategies and systems that have been instrumental in the levels of high achievement at Genoa. A broad list of these includes: Balanced Literacy, Differentiated Instruction, Data Analysis and Assessment For Learning.

The staff at Genoa understands that students learn in different ways and plan instruction accordingly. For example, teachers may re-teach a lesson to a small focus group utilizing different strategies based on the needs of the learners involved. This may include a more “hands on” approach or a more visual approach, depending on how the group of students learns. They implement instructional strategies so that students have multiple options for taking in information and making sense of ideas. The model of Differentiated Instruction requires teachers to be flexible in their approach to teaching and adjusting the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Classroom teaching is a blend of whole-class, small group and individualized instruction.

Intervention is a high priority at Genoa. Each grade level has a focused intervention time between three to five times a week. The students are divided into groups based on assessment data and are instructed at their levels. The instruction is focused on the grade level indicators and prepares students for achieving on various assessments. Intervention is also provided in small group settings by the Intervention Specialists and Title I teachers. Finally, classroom teachers provide intervention that is immediate on a day to day basis in the classroom. As they observe a small group or individuals who are not grasping what is being taught, they provide that group with differentiated instruction that is “immediate and now” in order to facilitate concept understanding.

5. Ongoing professional development is critical to the success of our students. A commitment of time and resources has been allocated for professional development at both the building and district level. Genoa teachers have participated in professional development that reflects best practices and serves to guide teaching and learning. A great deal of time has been dedicated to aligning curriculum, instruction and assessment in all curricular areas. This provides teachers with the skills they need to engage in purposeful lesson planning and identify/create meaningful assessment experiences for students.

Genoa teachers have participated in professional development opportunities that have prepared them to implement best practices in their classrooms. These practices are research-based and ensure success for all students. They have included: Balanced Literacy, Assessment For Learning, Differentiated Instruction, Inquiry Models, Data Study and Analysis to Inform Instruction. Teachers have studied and implemented what they have learned as a result of these professional development opportunities. Success is demonstrated in the levels of student achievement at Genoa.

Teachers work collaboratively in their Professional Learning Communities to increase student achievement. During this time, they study data, set goals, study student work, create common assessments and plan intervention. This form of ongoing collaboration has provided focus for teachers and high achievement for all students.

PART VII - ASSESSMENT RESULTS
STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **3** Test **Ohio Achievement Test**
Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	The Third-Grade Reading Achievement Test was not administered prior to 2003-2004.
Testing month	March	
SCHOOL SCORES		
% At or Above Limited	100	
% At or Above Basic	97	
% At or Above Proficient	95	
% At or Above Accelerated	77	
% At Advanced	40	
Number of students tested	60	
Percent of total students tested	100%	
Number of students alternatively assessed	1	
Percent of students alternatively assessed	2	
SUBGROUP SCORES		
1. White (specify subgroup)		
% At or Above Limited	100	
% At or Above Basic	98	
% At or Above Proficient	96	
% At or Above Accelerated	79	
% At Advanced	42	
Number of students tested	57	
2. Economically Disadvantaged (specify subgroup)		
% At or Above Limited	100	
% At or Above Basic	100	
% At or Above Proficient	100	
% At or Above Accelerated	64	
% At Advanced	28	
Number of students tested	25	
3. Students with Disabilities (specify subgroup)		
% At or Above Limited	-	
% At or Above Basic	-	
% At or Above Proficient	-	
% At or Above Accelerated	-	
% At Advanced	-	
Number of students tested	<10	
4. African American (specify subgroup)		
% At or Above Limited	-	
% At or Above Basic	-	
% At or Above Proficient	-	
% At or Above Accelerated	-	
% At Advanced	-	
Number of students tested	<10	
STATE SCORES		
% At or Above Limited	100	
% At or Above Basic	90	
% At or Above Proficient	78	
% At or Above Accelerated	59	
% At Advanced	33	

Alternate Assessment: The IEP team determined that an alternate assessment for this particular student was appropriate and necessary. This student was assessed with the Ohio Alternate Assessment based on the Ohio Academic Content Standards.

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TESTSubject **Reading** Grade **4** Test **Ohio Proficiency Test**Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	98	100	N/A
% At or Above Proficient	89	80	62
% At Advanced	30	3	11
Number of students tested	63	65	57
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed			
SUBGROUP SCORES			
1.White (specify subgroup)			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	100	100	N/A
% At or Above Proficient	93	83	73
% At Advanced	33	3	N/A
Number of students tested	55	60	54
2.Economically Disadvantaged (specify subgroup)			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	97	100	N/A
% At or Above Proficient	83	76	N/A
% At Advanced	28	0	N/A
Number of students tested	36	25	N/A
3. African American (specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
4. Students w/ Disabilities (specify subgroup)			
% At or Above Below Basic	-	100	N/A
% At or Above Basic	-	100	N/A
% At or Above Proficient	-	67	N/A
% At Advanced	-	0	N/A
Number of students tested	<10	15	N/A
5. Hispanic (specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
6. Asian (specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	92	91	N/A
% At or Above Proficient	71	66	68
% At Advanced	15	9	7

The table above reflects Ohio's assessment categories and terminology.

STATE CRITERION-REFERENCED TESTSubject **Mathematics** Grade **4** Test **Ohio Proficiency Test**Edition/Publication Year **2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002
Testing month	March	March	March
SCHOOL SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	92	93	N/A
% At or Above Proficient	89	84	74
% At Advanced	40	25	7
Number of students tested	62	65	57
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed			
SUBGROUP SCORES			
1.White (specify subgroup)			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	93	92	N/A
% At or Above Proficient	89	87	81
% At Advanced	43	25	N/A
Number of students tested	54	60	54
2.Economically Disadvantaged (specify subgroup)			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	91	92	N/A
% At or Above Proficient	91	76	N/A
% At Advanced	37	12	N/A
Number of students tested	35	25	N/A
3. African American(specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
4. Students w/ Disabilities(specify subgroup)			
% At or Above Below Basic	-	100	N/A
% At or Above Basic	-	73	N/A
% At or Above Proficient	-	66	N/A
% At Advanced	-	0	N/A
Number of students tested	<10	15	N/A
5. Hispanic(specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
6. Asian(specify subgroup)			
% At or Above Below Basic	-	-	N/A
% At or Above Basic	-	-	N/A
% At or Above Proficient	-	-	N/A
% At Advanced	-	-	N/A
Number of students tested	<10	<10	N/A
STATE SCORES			
% At or Above Below Basic	100	100	N/A
% At or Above Basic	77	70	N/A
% At or Above Proficient	66	59	63
% At Advanced	26	15	17

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